

South Dakota

ESEA Flexibility

Accountability Addendum



U.S. Department of Education

Washington, DC 20202

In order to move forward with State and local reforms designed to improve academic achievement and increase the quality of instruction for all students in a manner that was not originally contemplated by the No Child Left Behind Act of 2001 (NCLB), a State educational agency (SEA) may request flexibility, on its own behalf and on behalf of its local educational agencies (LEAs), through waivers of certain provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and reporting requirements (ESEA flexibility). However, an SEA that receives ESEA flexibility must comply with all statutory and regulatory provisions that are not waived. For example, an SEA must calculate a four-year adjusted cohort graduation rate, as set forth in 34 C.F.R. § 200.19(b), and disaggregate that rate for reporting. Similarly, an SEA must use an “n-size” that ensures, to the maximum extent practicable, that all student subgroups are included in accountability determinations, in accordance with 34 C.F.R. § 200.7(a)(2)(i)(B). Furthermore, an SEA may continue to use technical measures, such as confidence intervals, to the extent they are relevant to the SEA’s ESEA flexibility request. This accountability addendum replaces a State’s accountability workbook under NCLB and, together, an SEA’s approved ESEA flexibility request and this accountability addendum contain the elements of the State’s system of differentiated recognition, accountability and support.

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Instructions to the SEA: Please provide the requested information in the “State Response” column in the table below. Please provide the information in sufficient detail to fully explain your response. Also, please indicate whether the information provided is the same as that in your State accountability workbook under NCLB or reflects a change. Note that these instructions, the “change” column, and the “ED Comments” column of the table will be removed in the version of this document that is posted on ED’s website.

| Subject and Question | State Response | Change from NCLB accountability workbook | ED Comments |
|--|----------------|---|-------------|
| Annual Measurable Objectives (AMOs) | | | |

| Subject and Question | State Response | Change from NCLB accountability workbook | ED Comments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Please attach the State’s AMOs for reading/language arts and mathematics for the all students group and each individual subgroup. If the State has different AMOs for each school or LEA, attach the State-level AMOs and provide a link to a page on the SEA’s web site where the LEA and school level AMOs are available. | <p>To hold schools accountable, South Dakota will be setting unique school-level, LEA, and SEA goals based on the goal of reducing by half the percentage of students in the “all students” group and in each subgroup, including the newly created Gap and Non-Gap groups, who are not proficient within six years. AMOs will be set separately for reading/language arts and math. AMOs will be reset at the end of the six year cycle. If a school starts the six year cycle without enough students in a subgroup to set publicly reported AMOs but has a subgroup that grows to more than 10 students, AMOs will be set for that group after one year of testing has been completed. A listing of the most recently set AMOs can be found on the Department of Education’s Accountability Website: http://doe.sd.gov/secretary/spi.aspx</p> <p>The state level six year AMOs based on the 2011-2012 data are as follows:</p> <p>Math Achievement, Percent of Students Proficient or Advanced:</p> <table><tr><th></th><th>Base</th><th>Yr 1</th><th>Yr 2</th><th>Yr 3</th><th>Yr 4</th><th>Yr 5</th><th>Yr 6</th></tr><tr><td>All</td><td>76.27</td><td>78.25</td><td>80.23</td><td>82.20</td><td>84.18</td><td>86.16</td><td>88.14</td></tr><tr><td>Gap</td><td>62.36</td><td>65.50</td><td>68.63</td><td>71.77</td><td>74.91</td><td>78.04</td><td>81.18</td></tr><tr><td>Non-gap</td><td>89.21</td><td>90.11</td><td>91.01</td><td>91.91</td><td>92.81</td><td>93.71</td><td>94.61</td></tr><tr><td>White</td><td>81.98</td><td>83.48</td><td>84.98</td><td>86.49</td><td>87.99</td><td>89.49</td><td>90.99</td></tr><tr><td>Native Amer.</td><td>46.64</td><td>51.09</td><td>55.53</td><td>59.98</td><td>64.43</td><td>68.87</td><td>73.32</td></tr><tr><td>Hispanic</td><td>62.11</td><td>65.27</td><td>68.43</td><td>71.58</td><td>74.74</td><td>77.90</td><td>81.06</td></tr><tr><td>Black</td><td>56.69</td><td>60.30</td><td>63.91</td><td>67.52</td><td>71.13</td><td>74.74</td><td>78.35</td></tr><tr><td>Asian</td><td>66.59</td><td>69.37</td><td>72.16</td><td>74.94</td><td>77.73</td><td>80.51</td><td>83.30</td></tr><tr><td>Hawaiian/ Pacific Isl.</td><td>75.47</td><td>77.51</td><td>79.56</td><td>81.60</td><td>83.65</td><td>85.69</td><td>87.74</td></tr><tr><td>Two + races</td><td>72.99</td><td>75.24</td><td>77.49</td><td>79.74</td><td>81.99</td><td>84.24</td><td>86.50</td></tr><tr><td>SPED</td><td>42.89</td><td>47.65</td><td>52.41</td><td>57.17</td><td>61.93</td><td>66.69</td><td>71.45</td></tr><tr><td>ELL</td><td>32.53</td><td>38.15</td><td>43.78</td><td>49.40</td><td>55.02</td><td>60.64</td><td>66.27</td></tr><tr><td>Low Income</td><td>63.03</td><td>66.11</td><td>69.19</td><td>72.27</td><td>75.35</td><td>78.43</td><td>81.52</td></tr></table> <p>Reading Achievement, Percent of Students Proficient or Advanced:</p> <table><tr><th></th><th>Base</th><th>Yr 1</th><th>Yr 2</th><th>Yr 3</th><th>Yr 4</th><th>Yr 5</th><th>Yr 6</th></tr><tr><td>All</td><td>75.17</td><td>77.24</td><td>79.31</td><td>81.38</td><td>83.45</td><td>85.52</td><td>87.59</td></tr><tr><td>Gap</td><td>62.06</td><td>65.22</td><td>68.38</td><td>71.55</td><td>74.71</td><td>77.87</td><td>81.03</td></tr><tr><td>Non-gap</td><td>87.35</td><td>88.40</td><td>89.46</td><td>90.51</td><td>91.57</td><td>92.62</td><td>93.68</td></tr><tr><td>White</td><td>80.27</td><td>81.91</td><td>83.56</td><td>85.20</td><td>86.85</td><td>88.49</td><td>90.14</td></tr><tr><td>Native Amer.</td><td>48.67</td><td>52.95</td><td>57.23</td><td>61.50</td><td>65.78</td><td>70.06</td><td>74.34</td></tr><tr><td>Hispanic</td><td>64.4</td><td>67.37</td><td>70.33</td><td>73.30</td><td>76.27</td><td>79.23</td><td>82.20</td></tr><tr><td>Black</td><td>56.42</td><td>60.05</td><td>63.68</td><td>67.32</td><td>70.95</td><td>74.58</td><td>78.21</td></tr><tr><td>Asian</td><td>61.19</td><td>64.42</td><td>67.66</td><td>70.89</td><td>74.13</td><td>77.36</td><td>80.60</td></tr><tr><td>Hawaiian/ Pacific Isl.</td><td>71.7</td><td>74.06</td><td>76.42</td><td>78.78</td><td>81.13</td><td>83.49</td><td>85.85</td></tr><tr><td>Two + races</td><td>75.17</td><td>77.24</td><td>79.31</td><td>81.38</td><td>83.45</td><td>85.52</td><td>87.59</td></tr><tr><td>SPED</td><td>42.73</td><td>47.50</td><td>52.28</td><td>57.05</td><td>61.82</td><td>66.59</td><td>71.37</td></tr><tr><td>ELL</td><td>30.14</td><td>35.96</td><td>41.78</td><td>47.61</td><td>53.43</td><td>59.25</td><td>65.07</td></tr><tr><td>Low Income</td><td>62.61</td><td>65.73</td><td>68.84</td><td>71.96</td><td>75.07</td><td>78.19</td><td>81.31</td></tr></table> | | Base | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 | All | 76.27 | 78.25 | 80.23 | 82.20 | 84.18 | 86.16 | 88.14 | Gap | 62.36 | 65.50 | 68.63 | 71.77 | 74.91 | 78.04 | 81.18 | Non-gap | 89.21 | 90.11 | 91.01 | 91.91 | 92.81 | 93.71 | 94.61 | White | 81.98 | 83.48 | 84.98 | 86.49 | 87.99 | 89.49 | 90.99 | Native Amer. | 46.64 | 51.09 | 55.53 | 59.98 | 64.43 | 68.87 | 73.32 | Hispanic | 62.11 | 65.27 | 68.43 | 71.58 | 74.74 | 77.90 | 81.06 | Black | 56.69 | 60.30 | 63.91 | 67.52 | 71.13 | 74.74 | 78.35 | Asian | 66.59 | 69.37 | 72.16 | 74.94 | 77.73 | 80.51 | 83.30 | Hawaiian/ Pacific Isl. | 75.47 | 77.51 | 79.56 | 81.60 | 83.65 | 85.69 | 87.74 | Two + races | 72.99 | 75.24 | 77.49 | 79.74 | 81.99 | 84.24 | 86.50 | SPED | 42.89 | 47.65 | 52.41 | 57.17 | 61.93 | 66.69 | 71.45 | ELL | 32.53 | 38.15 | 43.78 | 49.40 | 55.02 | 60.64 | 66.27 | Low Income | 63.03 | 66.11 | 69.19 | 72.27 | 75.35 | 78.43 | 81.52 | | Base | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 | All | 75.17 | 77.24 | 79.31 | 81.38 | 83.45 | 85.52 | 87.59 | Gap | 62.06 | 65.22 | 68.38 | 71.55 | 74.71 | 77.87 | 81.03 | Non-gap | 87.35 | 88.40 | 89.46 | 90.51 | 91.57 | 92.62 | 93.68 | White | 80.27 | 81.91 | 83.56 | 85.20 | 86.85 | 88.49 | 90.14 | Native Amer. | 48.67 | 52.95 | 57.23 | 61.50 | 65.78 | 70.06 | 74.34 | Hispanic | 64.4 | 67.37 | 70.33 | 73.30 | 76.27 | 79.23 | 82.20 | Black | 56.42 | 60.05 | 63.68 | 67.32 | 70.95 | 74.58 | 78.21 | Asian | 61.19 | 64.42 | 67.66 | 70.89 | 74.13 | 77.36 | 80.60 | Hawaiian/ Pacific Isl. | 71.7 | 74.06 | 76.42 | 78.78 | 81.13 | 83.49 | 85.85 | Two + races | 75.17 | 77.24 | 79.31 | 81.38 | 83.45 | 85.52 | 87.59 | SPED | 42.73 | 47.50 | 52.28 | 57.05 | 61.82 | 66.59 | 71.37 | ELL | 30.14 | 35.96 | 41.78 | 47.61 | 53.43 | 59.25 | 65.07 | Low Income | 62.61 | 65.73 | 68.84 | 71.96 | 75.07 | 78.19 | 81.31 | ✓ | |
| | Base | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 76.27 | 78.25 | 80.23 | 82.20 | 84.18 | 86.16 | 88.14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gap | 62.36 | 65.50 | 68.63 | 71.77 | 74.91 | 78.04 | 81.18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-gap | 89.21 | 90.11 | 91.01 | 91.91 | 92.81 | 93.71 | 94.61 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 81.98 | 83.48 | 84.98 | 86.49 | 87.99 | 89.49 | 90.99 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Native Amer. | 46.64 | 51.09 | 55.53 | 59.98 | 64.43 | 68.87 | 73.32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 62.11 | 65.27 | 68.43 | 71.58 | 74.74 | 77.90 | 81.06 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 56.69 | 60.30 | 63.91 | 67.52 | 71.13 | 74.74 | 78.35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 66.59 | 69.37 | 72.16 | 74.94 | 77.73 | 80.51 | 83.30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hawaiian/ Pacific Isl. | 75.47 | 77.51 | 79.56 | 81.60 | 83.65 | 85.69 | 87.74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two + races | 72.99 | 75.24 | 77.49 | 79.74 | 81.99 | 84.24 | 86.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED | 42.89 | 47.65 | 52.41 | 57.17 | 61.93 | 66.69 | 71.45 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 32.53 | 38.15 | 43.78 | 49.40 | 55.02 | 60.64 | 66.27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 63.03 | 66.11 | 69.19 | 72.27 | 75.35 | 78.43 | 81.52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Base | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 75.17 | 77.24 | 79.31 | 81.38 | 83.45 | 85.52 | 87.59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gap | 62.06 | 65.22 | 68.38 | 71.55 | 74.71 | 77.87 | 81.03 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-gap | 87.35 | 88.40 | 89.46 | 90.51 | 91.57 | 92.62 | 93.68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 80.27 | 81.91 | 83.56 | 85.20 | 86.85 | 88.49 | 90.14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Native Amer. | 48.67 | 52.95 | 57.23 | 61.50 | 65.78 | 70.06 | 74.34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 64.4 | 67.37 | 70.33 | 73.30 | 76.27 | 79.23 | 82.20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black | 56.42 | 60.05 | 63.68 | 67.32 | 70.95 | 74.58 | 78.21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 61.19 | 64.42 | 67.66 | 70.89 | 74.13 | 77.36 | 80.60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hawaiian/ Pacific Isl. | 71.7 | 74.06 | 76.42 | 78.78 | 81.13 | 83.49 | 85.85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two + races | 75.17 | 77.24 | 79.31 | 81.38 | 83.45 | 85.52 | 87.59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED | 42.73 | 47.50 | 52.28 | 57.05 | 61.82 | 66.59 | 71.37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL | 30.14 | 35.96 | 41.78 | 47.61 | 53.43 | 59.25 | 65.07 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low Income | 62.61 | 65.73 | 68.84 | 71.96 | 75.07 | 78.19 | 81.31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Annual Measurable Achievement Objective 3 (AMAO 3) under Title III | | | |
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| <p>Please affirm that the State determines whether an LEA that receives funds under Title III of the ESEA meets AMAO 3 (ESEA section 3122(a)(3)(A)(iii)) based on either of the following:</p> <ul style="list-style-type: none"> • Whether the subgroup of English Learners has made adequate yearly progress (AYP) under ESEA section 1111(b)(2)(B); or • If the State has received a waiver of making AYP determinations, whether the subgroup of English Learners has met or exceeded each of the following: <ul style="list-style-type: none"> ○ Its AMOs in reading/language arts and mathematics. ○ 95 percent participation on the State's assessments in reading/language arts and mathematics. ○ The State's goal or annual targets for graduation rate if the LEA includes one or more high schools. | <p>SD DOE verifies LEA progress towards AMOs to determine whether an LEA meets AMAO 3 and sanctions LEAs that do not make progress. A Title III guide detailing the process can be found at: http://doe.sd.gov/oess/documents/TitleIIIela_guide.pdf</p> <p>LEAs and consortia that receive Title III funds are held accountable for the use of the funds and for the progress of ELLs in meeting English language proficiency standards. Through the 2011-2012 year, schools were evaluated against AYP progress, and in the 2012-13 year and beyond, schools will be evaluated against the AMO targets set in the new accountability system. If one school in a LEA or consortium fails, the LEA or consortium fails. If a district or consortium fails to meet the AMAOs as outlined, the consequences will be the following:</p> <p>A LEA that fails to make progress toward meeting all three AMAOs for:</p> <p><input type="checkbox"/> Two (2) consecutive years will be required to develop and implement an improvement plan with guidance and technical assistance from the State.</p> <p><input type="checkbox"/> Four (4) consecutive Years will be required by the State to:</p> <p>(1) modify the curriculum, program and method of instruction.</p> <p>OR</p> <p>(2) The State will make a determination on the continuation of funding.</p> <p>AND</p> <p>(3) Require the LEA to replace educational personnel relevant to the failure to meet the objectives.</p> | ✓ | |
| Subgroup Accountability | | | |

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| <p>What subgroups, including any combined subgroups, as applicable, does the State use for accountability purposes, including measuring performance against AMOs, identifying priority, focus, and reward schools, and differentiating among other Title I schools? If using one or more combined subgroups, the State should identify what students comprise each combined subgroup.</p> | <p>South Dakota uses performance of its Gap and Non-Gap groups on the state assessment as one of the primary indicators on its School Performance Index (SPI). The overall SPI score is used to determine Priority and Reward schools. Focus schools are determined by looking solely at Gap group performance, using specific indicators of the SPI, rather than the entire SPI score. South Dakota's Gap group consists of those groups of students that have historically (over the last three years) contributed to the achievement gap based on state assessment data. Currently, the Gap group contains students who are part of one or more of the following subgroups: American Indian or Alaskan Native, Black, Hispanic, Limited English Proficient, Students With Disabilities, Economically Disadvantaged Students. Students not in any of these subgroups are part of the Non-Gap group. Assessment data will be re-evaluated every six years to determine the composition of the Gap group, or will be re-run when AMOs are rebased. AMOs are set separately for the All Students, Gap and Non-Gap groups as well as for all other subgroups.</p> <p>A listing of all subgroups is found in SD Administrative Rule 24:55:01:05. Student groups defined: For purposes of this article, the term, student groups, means identification of the following groups of students for purposes of aggregating and disaggregating data:</p> <ul style="list-style-type: none"> (1) All students enrolled in a specific public school; (2) Economically disadvantaged students; (3) Students from the following major racial and ethnic groups according to definitions established by the United States Census Report: Hispanic/Latino; American Indian or Alaska Native; Asian, Black or African American; Native Hawaiian or Other Pacific Islander; White; and two or more races; (4) Students with disabilities; (5) Students who are limited English proficient; (6) Gap group students; and (7) Non-Gap group students. | ✓ | |
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| State Accountability System Includes All Schools and Districts | | | |
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| What is the State's definition of a local educational agency (LEA)? | <p>SD codified law 13:39:1.2 defines LEAs as:</p> <p>(7) "LEA," a local education agency limited to public school districts and the legal entities that a school district is authorized to establish;</p> <p>SD Administrative Rule 24.05.13.01 section (22) further defines Local Education Agency as follows:</p> <p>(22) "Local education agency," a school district or other public authority under supervision of the department established by state law for the purpose of providing free public education on a regional basis which also provides special education and related services to children with disabilities within the state of South Dakota;</p> <p>The accountability system shall apply to all public school districts that have a school district ID code assigned by the Department of Education (DOE).</p> | | |

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| <p>What is the State's definition of a public school? Please provide definitions for elementary school, middle school, and secondary school, as applicable.</p> | <p>In South Dakota Administrative Rule 24:43:01:01, a school is defined as "a public or nonpublic organization or entity which is approved or accredited by the secretary for the purpose of instructing children of compulsory school age as provided in SDCL <u>13-27-1</u> or for children attending school as provided in SDCL 13-13-1, or both." The following definitions also apply:</p> <ul style="list-style-type: none"> * "School, elementary," a school consisting of any combination of grades from kindergarten through eighth grade; * "School, public," a school operated by a school district; * "School, secondary," a school consisting of any combination of three or more consecutive grades, including ninth grade through twelfth grade; * "School system," all of the schools and supporting services operated by a governmental agency or by any private organization; * "Middle school," a school consisting of any combination of two or more consecutive grades, five through eight; <p>The accountability system shall apply to all public schools whose primary purpose is to provide academic instruction. Schools will follow policies and procedures in state Administrative Rule to define the grade spans of elementary, middle, and high school.</p> | | |
| <p>How does the State define a small school?</p> | <p>A small school is one in which there are fewer than 10 students in all tested grades in the most recent year.</p> | ✓ | |
| <p>How does the State include small schools in its accountability system?</p> | <p>Schools that had at least 10 students tested are included in the accountability system. Schools that had fewer than 10 students tested are not included in the system, though all accountability numbers, AMOs, and other data are provided to these schools.</p> | ✓ | |

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| How does the State define a new school? | <p>A new school is a public school that is in its first year of operation and has no historical connection to an existing school, or may include one where 50% of the student population of the school building – or grade spans tested in that building - has been removed and replaced with students from another school within the district.</p> <p>Regardless of the changes made in student population, a school identified as Priority or Focus is not eligible for a new school status while in the identified classification.</p> | | |
| How does the State include new schools, schools that split or merge grades (<i>e.g.</i> , because of overpopulation or court rulings), and schools that otherwise change configuration in its accountability system? | <p>The first year of the newly restructured school will become its first accountability status year. In a case where two or more districts consolidate, prior status for all districts and schools involved will be void. The newly formed district and its schools will obtain its first status and AMO targets based upon assessment results of its first full year of operation.</p> <p>South Dakota Administrative Rule 24:55:08 details this process.</p> | | |
| How does the State include schools that have no grades assessed (<i>e.g.</i> , K-2 schools) in its accountability system? | <p>For accountability purposes, schools that have no tested grades will be linked with the schools into which their students feed. For example, where a kindergarten through grade two school feeds into a grade three through six school, the status determination for the grade three through six school will also apply to the feeder school. (If placed in Focus or Priority status, the feeder school and the school to which it is linked would write a combined transformation plan encompassing all grade levels in the schools.)</p> | | |

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| <p>How does the State include alternative schools in its accountability system? Consistent with State law, alternative schools include, but are not limited to:</p> <ul style="list-style-type: none"> • State schools for deaf and blind, • Juvenile institutions, • Alternative high schools, and • Alternative schools for special education students. <p>If the State includes categories of alternative schools in its accountability system in different ways, please provide a separate explanation for each category of school.</p> | <p>In cases in which the school or district has a say in deciding to educate the student in another setting outside of the student's resident district, the student will be counted at his/her resident district. The resident district is that in which the parent or legal guardian physically resides, or in which the student is open enrolled.</p> <p>In cases where a student has been assigned out of district and is enrolled in a South Dakota school operated to serve the special needs of the student (e.g., special education or alternative programs), the student will be counted at the resident district level. In cases where a student has been placed by a State agency (South Dakota Department of Social Services or South Dakota Department of Corrections) and are in the care and custody of DSS or DOC and enrolled in a South Dakota school, the student will be counted at the state level.</p> <p><input type="checkbox"/> Alternative Schools – (Programs outside of the traditional setting whereby students receive instruction as an extension of the regular or traditional school environment.) If alternative schools are academic extensions of the public school, for accountability purposes, test scores will be mapped back to the resident school and district.</p> <p><input type="checkbox"/> Institutions for the blind and the deaf – These students will be included for accountability purposes in the resident district.</p> <p><input type="checkbox"/> Students placed in South Dakota private/non-profit facilities will be included for accountability purposes in the resident district.</p> <p><input type="checkbox"/> Students placed by other State agencies and attending either State or privately operated schools will be included for accountability purposes at the State level.</p> <p><input type="checkbox"/> Out-of-state students who have been placed in a South Dakota facility to serve the special needs of the student will be included for accountability purposes at the State level.</p> | | |
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| How does the State include charter schools, including charter schools that are part of an LEA and charter schools that are their own LEA, in its accountability system? | South Dakota does not have the legal authority to operate public charter schools. | | |
| State Accountability System Includes All Students | | | |
| What are the State's policies and procedures to ensure that all students are included in its assessment and accountability systems? | <p>State law mandates that all public school children will be tested and all public school districts will be held accountable for proficiency scores on state specified content standards. The legislation also requires that all students in grades 3-8 and grade 11 will be tested in reading and math. If a student failed to take the test in 11th grade due to district policies for grade promotion, the student must take the test in 12th grade. The student scores will be counted at the school and district for accountability purposes. Students in the 11th grade who turn 21 years of age during the school fiscal year are required to take the test. All public school students are included in other academic indicators.</p> <p><input type="checkbox"/> During the testing window, all students are required to test at their current school. If a student moves during the testing window and has not been tested, the receiving school is obligated to test the student.</p> <p><input type="checkbox"/> Students who were tested at their previous school and have moved to a new school during the testing window are not required to retest. If a student retests, the student's first score for a test session or subject will be considered the official score and used for determining accountability status.</p> <p><input type="checkbox"/> Students moving into a district who do not meet the full academic year stipulation must be tested, but their scores will not be counted at the school or district level for accountability purposes. Results are included at the State level.</p> | | |

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| How does the State define “full academic year”? | <p>For a student’s assessment results to be included in a school’s performance, the student must be enrolled a substantial portion of the year in a single school. For accountability purposes, a substantial portion or full academic year is defined as a student being enrolled from October 1 to the last day of the testing window with an enrollment gap of no more than 15 consecutive school days. This assures the annual progress of a student is attributed to a single school. The statewide student information management system makes it possible for the State to easily track and determine that students test in only one school.</p> <p>South Dakota Administrative Rule 24:17:03:06 details the process by which a student who has 15 or more consecutive days of unexcused absences is treated. Any student who has an unexcused absence of 15 consecutive school days shall be dropped from the count of the attendance center retroactive to the last day the student attended school or had an excused absence. An excused absence includes medical illness and enrollment in a short-term group care education program for up to 90 consecutive school days.</p> | ✓ | |
| How does the State determine which students have attended the same public school and/or LEA for a full academic year? | <p>The statewide student information management system tracks student enrollment from one public school to another, and is used to determine which students meet the definition of a full academic year.</p> <p>State academic assessment scores of students who remain in one public school between October 1 and the end of the testing timeline are counted as having attended that school for the full academic year and are included in that school’s School Performance Index (SPI) calculation.</p> <p>State academic assessment scores of students who transfer from one public school to another public school between October 1 and the end of the testing timeline within the same public school district are counted at the district level for student achievement purposes and for setting district level AMOs. Student achievement scores of students who transfer from one public school district to another public school district between October 1 and the end of the testing timeline are counted at the state level for student achievement purposes and for setting state AMOs. SPI scores are not calculated at the LEA or state levels.</p> | | |

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| To which accountability indicators does the State apply the definition of full academic year? | The State applies the State definition of full academic year to its student achievement indicator. In the future, this will also be applied to the student growth indicator at the Elementary/Middle School level. | | |
| What are the procedures the State uses to ensure that mobile students, including students who transfer within an LEA or between LEAs, are included at the appropriate level (school, LEA, and State) of the accountability system? | <p>The state accountability system tracks students and includes them in the accountability system as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> at the school and district level if she/he is enrolled for the full academic year, or <input type="checkbox"/> at the district level (for calculating AMOs only) if she/he has been enrolled in two or more schools operated by the district for the full academic year, or <input type="checkbox"/> at the state level (for calculating AMOs only) if she/he has been enrolled in public schools in the state for the full academic year but not consecutively enrolled at any one school or district. | ✓ | |
| Does the State include in accountability determinations the proficient and advanced scores of students with the most significant cognitive disabilities on assessments based on alternate academic achievement standards? If so, does the State limit the number of those scores at the LEA and State levels, separately, so that the number of proficient and advanced scores included in the determinations does not exceed 1.0 percent of all students in the grades assessed? | <p>The number of “proficient” and “advanced” scores based on the alternate academic achievement standards will not exceed 1% of all students in the grades tested at the State and district levels.</p> <p>All districts are held to the 1% cap except for the following:</p> <ul style="list-style-type: none"> - Districts with 200 or fewer students eligible for testing (enrolled in grades assessed) would be able to count as proficient up to 2 scores of students who score proficient on an alternate assessment aligned to extended content and alternate academic achievement standards. - Districts with more than 200 students eligible for testing are held to an overall 1% cap on the number of scores of students who score proficient on an alternate assessment aligned to extended content and alternate academic achievement standards as proficient unless they apply and are approved for an exception to the cap. | | |

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| <p>If the State provides an alternate assessment based on modified academic achievement standards, does the State include in accountability determinations the proficient and advanced scores of students with disabilities who take that assessment? If so, does the State limit the number of those scores at the LEA and State levels, separately, so that the number of proficient and advanced scores included in the determinations does not exceed 2.0 percent of all students in the grades assessed?</p> | <p>South Dakota does not provide an alternate assessment based on modified academic achievement standards.</p> | | |
| <p>What is the State process if an LEA or the State exceeds either the 1.0 or 2.0 percent proficiency cap?</p> | <p>Any scores that exceed the percentage limitation and for whom no exception is granted are counted as non-proficient for accountability purposes.</p> <p>The number of “proficient” and “advanced” scores based on the alternate academic achievement standards will not exceed 1% of all students in the grades tested at the State and district levels.</p> <p>All districts are held to the 1% cap except for the following:</p> <ul style="list-style-type: none"> - Districts with 200 or fewer students eligible for testing (enrolled in grades assessed) would be able to count as proficient up to 2 scores of students who score proficient on an alternate assessment aligned to extended content and alternate academic achievement standards. - Districts with more than 200 students eligible for testing are held to an overall 1% cap on the number of scores of students who score proficient on an alternate assessment aligned to extended content and alternate academic achievement standards as proficient unless they apply and are approved for an exception to the cap. | | |

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| <p>What are the State's policies and procedures to ensure that students with disabilities and English Learners are provided appropriate accommodations? In addition, please provide a link to a page on the SEA's web site where the State's accommodations manuals or test administration manuals may be found.</p> | <p>A student is identified as limited English proficient (ELL) when the student meets the criteria for ELL as established by the federal definition for ELL and by the administration of the test used to identify ELL students in South Dakota. South Dakota joined the WIDA (World Class Instructional Design and Assessment) Consortium beginning with the 2008-09 school year and the W-APT (WIDA-ACCESS Placement Test™) is used to identify students as ELL. All students identified as ELL participate in all statewide assessment programs with accommodations as necessary. An alternate language assessment for ELL students is available.</p> <p>ELL students in their first 12 months of enrollment in a school in the United States are provided some flexibility in testing. The flexibility is offered during one calendar year, effective on the first day of enrollment in a school in the United States. These provisions may only be applied to one test administration.</p> <p><input type="checkbox"/> The English language proficiency test, ACCESS, is administered annually, prior to the administration of the Dakota STEP assessment. Results of the ACCESS are reported to the district and State by the contractor and used to determine participation in the reading assessment in determining accountability status for the ELL subgroup, school, district, and the state. ELL accommodations can be found at:</p> <p>http://doe.sd.gov/oess/TitleIIIela.aspx</p> <p>or found in the ACCESS Manual listed at the link below. Training Materials are located here as well:</p> <p>http://doe.sd.gov/oats/elp.aspx</p> <p>Students with disabilities who are not part of the 1% taking the Alternate Assessment are provided with appropriate accommodations tied to their IEP plans.</p> <p>Accommodations for students with disabilities can be found at:</p> <p>http://doe.sd.gov/oats/dakSTEP.aspx</p> <p>SPED Accommodation Training Materials and Accommodation Manual are at the link below on the right hand side:</p> <p>http://doe.sd.gov/oats/dakSTEP.aspx</p> | | |
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| Does the State include, for up to two accountability determination cycles, the scores of former students with disabilities in making accountability determinations for the subgroup of students with disabilities? If so, how? | No. | ✓ | |
| Does the State count recently arrived English Learners as having participated in the State assessments for purposes of meeting the 95 percent participation requirement if they take (a) either an English language proficiency assessment or the State's reading/language arts assessment; and (b) the State's mathematics assessments? | <p>Yes, recently arrived English Learners are counted towards participation rates in both these cases.</p> <p>South Dakota Administrative Rule 24:55:07:11. Participation of students who are limited English proficient states: A student who is limited English proficient and in the student's first year enrolled in a school in the United States is not required to take the state academic assessment in reading, if the student has participated in the annual test of English language proficiency as referenced in 20 U.S.C. 6311 (2006). Participation in the annual test of English language proficiency meets the requirement of 95 percent participation referenced in § 24:55:07:02.</p> <p>If a student who is limited English proficient enrolls for the first time after the testing window for the English language proficiency test has ended, the student counts toward the requirement of 95 percent participation in reading referenced in § 24:55:07:02 by completing the limited English proficient eligibility assessment.</p> <p>A student who is limited English proficient and in the student's first year enrolled in a school in the United States is required to take the state academic assessment in mathematics. The results are not included in the calculation of the student achievement SPI key indicator. However, the student counts toward the requirement of 95 percent participation as referenced in § 24:55:07:02.</p> <p>LEAs are able to use the Alternate ACCESS assessment for their 1% ELL students, and this assessment counts towards participation if the student is in his/her first year in the country.</p> | | |

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| Does the State exempt a recently arrived English Learner from one administration of the State's reading/language arts assessment? | ELL students in their first year enrolled in a school in the U.S. are not required to take the reading test, if that student has participated in the state mandated, annual test of English language proficiency, ACCESS. Participation in the ACCESS test constitutes participation in reading for purposes of determining accountability. Students who enroll for the first time in a school in the U.S. after the testing window for the ACCESS test has ended in South Dakota meets participation requirements for reading through the completion of the ELL eligibility assessment (W-APT). This is referenced in South Dakota Administrative Rule 24.55.07:11 | | |
| Does the State exclude from accountability determinations the scores of recently arrived English Learners on the mathematics assessment, the reading/language arts assessment (if administered to these students), or both, even if these students have been enrolled in the same school or LEA for a full academic year? | ELL students in their first year enrolled in a school in the U.S. are required to take the state's mathematics test, indicating participation for School Performance Index (SPI) determination. The results of the math test for ELL students in their first year of enrollment in a U.S. school are not included in the determination of SPI for the school even if the student meets the requirements of attendance for a full academic year. | | |
| Does the State include, for up to two accountability determination cycles, the scores of former English Learners in making accountability determinations for the subgroup of English Learners? If so, how? | No. | ✓ | |
| What are the State's criteria for exiting students from the English Learner subgroup? | The state has adopted the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) test as the state's annual English language proficiency assessment. ELL students who attain a 4.7 overall composite score on the ACCESS English language proficiency assessment and a minimum of 4.5 on the reading and a 4.1 on the writing sections of the test are considered proficient and are no longer considered active ELL students. | ✓ | |
| Assessments | | | |

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| Which assessments, including alternate assessments, is the SEA using for reporting achievement under ESEA section 1111(h)(1)(C)(i) (<i>i.e.</i> , reading/language arts, mathematics, and science assessments)? | <p>South Dakota includes two academic content areas in its accountability system: reading and mathematics. The state's assessment, Dakota STEP, is aligned to the state content standards in reading and math. The state assessment is administered to every student enrolled in grades 3-8 and 11. An alternate assessment, Dakota STEP-A, is available for students with significant cognitive disabilities.</p> <p>Students in grades 5,8,11 are also administered an annual science examination aligned to the state science standards. The science performance rates are reported out but are not part of accountability classifications.</p> | | |
| What additional assessments, if any, does the State include in its accountability system and for what purpose is each assessment included? | Currently ACT scores are included as a measure of college readiness at the high school level. | ✓ | |
| Statistical Reliability and Protection of Students' Privacy | | | |
| <p>What is the State's minimum "n-size" for determining each of the following?</p> <ul style="list-style-type: none"> • Participation rate • Performance against AMOs • Graduation rate • Other (as applicable, please specify use) | <p>If a school has more than 40 students enrolled in tested grades, the 95% participation rate is calculated using 95% of the total enrollment of the population of grades eligible at the end of the testing window in the current year. If a school has 40 or fewer students enrolled in the tested grades, then it shall have no more than 2 (two) students not participate in the state assessments to meet the participation rate requirements.</p> <p>The state's minimum n size is 10 for calculating performance against AMOs, though progress towards AMOs will be looked at using a confidence interval for groups that fall below this 10 student level to help schools understand how their students are performing.</p> <p>For schools with fewer than 10 students tested in the All Student group, accountability calculations are still run and data is shared with the schools, but schools are not included in the School Performance Index rankings and calculations are not reported publicly.</p> <p>There is no minimum n size used when calculating graduation rates, attendance rates, and college readiness rates. Only percentages and not student group sizes are reported out at this level.</p> | ✓ | |

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| What is the State's minimum "n-size" for protecting students' privacy when reporting? | For reporting purposes, South Dakota employs a minimum size of 10 for all subgroups. This minimum n enables the State's reports to maintain individual student confidentiality, in accordance with federal FERPA requirements. | ✓ | |
| What confidence intervals, if any, does the State use in its accountability system to ensure the statistical reliability of school classifications, and for which calculations are these confidence intervals applied? | Currently confidence intervals are not a part of the school classification process, though confidence intervals are run on each indicator and reported to the schools to help them understand the potential for students to perform above or below current performance levels. Going forward, confidence intervals will be applied to student performance against AMO targets for student populations totaling fewer than 10 students when determining a school's ability to exit Priority or Focus status. Schools that start with more than 10 students in a subgroup and whose subgroup population drops below 10 students will have 95% confidence intervals applied to their subgroup data. If the upper limit of the confidence interval meets or exceeds the AMO target, the subgroup will be considered to have met the target when evaluating the potential for a student to exit Focus status if they were placed there via the safeguard calculation. | ✓ | . |
| Does the State base accountability determinations on multiple years of data? If so, which years, and how, if at all, are the years weighted? | During the initial year of the new accountability system, the system was based on only one year of data. The state is working to include multiple years of data into the School Performance Index. After the completion of the 2013-2014 academic year, the state will aggregate and use the most recent three years of data to make accountability determinations. The years will not be weighted. | ✓ | |

| Other Academic Indicators | | | |
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| <p>What are the other academic indicators for elementary and middle schools that the State uses for annual reporting?</p> <p>What are the State's goal and/or annual targets for these indicators?</p> | <p>At the Elementary and Middle School levels, in addition to student performance on the state assessment in Math and English/Language Arts, the accountability system includes:</p> <ul style="list-style-type: none"> • Attendance rates. The statewide attendance goal for all students and all subgroups is 94%. Attendance is an indicator in the School Performance Index (SPI). • After the 2013-2014 school year, schools will also be held accountable for student growth. Student growth will become an indicator in the School Performance Index. <p>At the High School level, in addition to student performance on the state assessment in Math and English/Language Arts, the accountability system includes:</p> <ul style="list-style-type: none"> • College readiness: Student achievement on the Math and English portions of the ACT. Our goal is that 100% of students taking the ACT will meet the state remediation cut scores of 18 in English and 20 in Math. College readiness is an indicator in the SPI. • Completer rate/ High School 4-year cohort graduation rates: The 4-year cohort graduation rate goals are the same as in the prior accountability system: 85% by the 2014-2015 school year. In 2013-2014, a completer rate that includes GED completers and graduates outside the 4 year rate will be included in this measure. • After 2013-2014, additional measures of college and career readiness will also come into effect. <p>After the 2013-2014 academic year, data indicators of school climate and effective teachers and leaders will also be collected and reported at both the Elementary/Middle and High School Levels.</p> | ✓ | |
| Graduation Rate | | | |

What are the State's graduation rate goal and annual graduation rate targets?

Please provide a table with State-level goal and annual targets for all students and by subgroup beginning with the 2012–2013 school year.

If graduation rate annual targets vary by school, provide a link to the page on the SEA's web site where the LEA and school targets are available.

The State's graduation rate goal for **all students** and **all subgroups** is 85% by 2014-15. Annual targets to reach these goals is as follows:

| Year | Goal |
|-----------|-------|
| 2012-2013 | 83% |
| 2013-2014 | 84.5% |
| 2014-2015 | 85% |

Per 34 CFR Part 200 effective November 28, 2008, the 4 year cohort rate is adjusted to account for students entering and leaving a school, district, or state.

To remove a student from a cohort, a school or LEA must confirm in writing that the student transferred out. Documentation must consist of official written notice that the student is enrolled in another school or an educational program which culminates in the award of a regular high school diploma, that the student has emigrated to another country or that the student died.

A student who is retained in a grade, enrolls in a General Educational Development (GED) program, or leaves school for any other reason may not be counted as having transferred out for the purpose of calculating graduation rate and must remain in the adjusted cohort.

Students who enroll after the beginning of the entering cohort's first year in high school, up to and including in grade 12, are added into the cohort they initially would have belonged to. Newly enrolled students who subsequently drop are counted in the calculation as a drop for the serving school and district if they were enrolled in the serving district for 15 or more consecutive school days. If the newly enrolled student has been in a school less than 15 days, the drop is counted at the state level only.

Students are counted as graduating in 4 years if they earn a regular high school diploma at the conclusion of the fourth year, before the conclusion of their fourth year or during the summer session immediately following their fourth year. This does not include a credential from a General Education Development (GED) program, certificate of attendance, or another alternative award.

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| <p>If the State has received a timeline extension and is not using a four-year adjusted cohort graduation rate for accountability determinations, please specify what rate the State is using and when the State will begin using a four-year adjusted cohort rate.</p> | <p>This does not apply.</p> | | |
| <p>What, if any, extended-year graduation rate(s) does the State use? How does the State use its extended-year graduation rate(s) in its accountability system?</p> | <p>Beginning in 2013, South Dakota will use the four-year graduation rate in conjunction with a completer rate that includes information on students taking longer than 4 years to graduate, and students who earn GED certificates.</p> <p>At the High School level, the second indicator on the School Performance Index (SPI) is called High School Completion. This indicator consists of two weighted measures: a High School Completion Rate and a four-year cohort Graduation Rate. Each accounts for half of the points for this SPI indicator.</p> <p>High School Completion Rate is defined as the percent of students in the most recently completed school year who have attained a diploma or a GED. Graduation Rate is defined as the four-year cohort Graduation Rate required under Title I.</p> <p>Calculation of High School Completion Rate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Step 1: Calculate weighted points for each factor (High School Completion and Graduation Rate) by multiplying weighted % for each factor by total possible points (25 total possible points in 2014-15) <input type="checkbox"/> Step 2: Calculate the rate for each factor <input type="checkbox"/> Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group <input type="checkbox"/> Step 4: The sum of these is the points for High School Completion Rate <p>Information on the four-year cohort graduation rate for each subgroup will still be reported out so that schools can determine where to focus their efforts to increase graduation rates.</p> | <p>✓</p> | |
| Participation Rate | | | |

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| <p>How does the State calculate participation rates?</p> | <p>Current Year Determination:</p> <p><input type="checkbox"/> 95% participation rate is calculated using 95% of the total enrollment of the population of grades eligible at the end of the testing window in the current year.</p> <p><input type="checkbox"/> If a school has 40 or fewer students enrolled in the tested grades, then it shall have no more than 2 (two) students not participate in the state assessments.</p> <p>The 95% participation rate is calculated for the state and each district, school and student group. An eligible student is one that is enrolled in the school on the last day of the testing window in a grade identified for testing.</p> <p>South Dakota uses the flexibility provided by USDOE regarding students unable to be tested due to a significant medical emergency. Districts and schools that do not meet the participation rate may request a waiver omitting the specified student. Documentation of the medical emergency is required to apply for and receive a waiver.</p> | | |
| <p>How does the State use participation rates within its differentiated accountability system (<i>i.e.</i>, index)?</p> | <p>A minimum of 95% participation on the assessment is required for a school to receive points for the student achievement indicator in the School Performance Index and for a school to make its AMOs. The participation rate for each school and district, and for the state as a whole, as well as for each student group, is based on the enrollment on the last day of the testing window. Subgroup, school and district participation rates are determined by comparing the number of students with test results to the number of students enrolled on the last day of the testing window. If a school, district, or student group has 40 or fewer students enrolled in the tested grades, then it shall have no more than 2 (two) students not participate in the state assessments.</p> | | |